

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
CA - Curriculum Alignment	The degree of agreement between the local curriculum and the Virginia Standards of Learning (SOL) that ensures valid and accurate information about student performance in an academic content area when measured by the SOL tests.	CA 1.1			SS,D,I, O	Curriculum resources and supplementary materials are made available for use by teachers.	Curriculum resources and supplementary materials are not made available for use by teachers.	Curriculum resources and supplementary materials are occasionally made available for use by teachers	Curriculum resources and supplementary materials are usually made available for use by teachers.	Curriculum resources and supplementary materials are consistently made available for use by teachers.
		CA 1.2	Learning objectives	Establishing specific learning objectives that align with state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	The school establishes specific learning objectives that align with state learning standards.	The school lacks specific learning objectives that align with state standards.	The school has specific learning objectives that align somewhat with state learning standards.	The school has specific learning objectives that align with state learning standards but do not necessarily address essential understandings, knowledge, and skills.	The school has specific learning objectives that align with state learning standards and address essential understandings, knowledge, and skills.
		CA 1.3	Instructional strategies	Listing instructional strategies and learning activities that align with state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	There is evidence of instructional strategies and activities that align with state learning standards.	There is no evidence of instructional strategies or learning activities that align with state learning standards.	There is some evidence of instructional strategies and learning activities that align with state learning standards.	There is consistent evidence of instructional strategies and learning activities that align with state learning standards, but they do not necessarily address essential understandings, knowledge, and skills.	There is consistent evidence of instructional strategies and learning activities that align with state learning standards and address essential understandings, knowledge, and skills.

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CA - Curriculum Alignment		CA 1.4	Lesson plans	Developing daily lesson plans that fit logically within the unit and within the context of the overall curriculum	SS,D,I, O	Daily lesson plans fit logically within unit and within context of overall curriculum.	There is no evidence of daily lesson plans.	Daily lesson plans do not fit logically within the unit and within the context of the overall curriculum.	Daily lesson plans occasionally fit logically within the unit and within the context of the overall curriculum.	Daily lesson plans consistently fit logically within the unit and within the context of the overall curriculum.
		CA 1.5	Student Performance Data	Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	SS,D,I, O	Performance data is used to develop daily lesson plans that consider students learning strengths and needs.	Performance data is not used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is sometimes used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is usually used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.	Performance data is consistently used to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.
		CA 1.6	Pacing and mapping	Evaluating the appropriateness of pacing and mapping regularly, and making appropriate adjustments	SS,D,I, O	Pacing and mapping are evaluated for appropriateness and adjusted.	The school does not evaluate the appropriateness of pacing and mapping regularly.	The school evaluates the appropriateness of pacing and mapping periodically, but does not make appropriate adjustments.	The school evaluates the appropriateness of pacing and mapping regularly and occasionally makes adjustments.	The school evaluates the appropriateness of pacing and mapping regularly, and makes appropriate adjustments.
		CA 1.7	Vertical articulation	Analyzing the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness	SS,D,I, O	The Curriculum is analyzed across grade levels to identify strengths and weaknesses.	The school does not analyze the curriculum components across grade levels in like content areas to identify areas of strength and weakness.	The school rarely analyzes the curriculum components across grade levels in like content areas to identify areas of strength and weakness.	The school periodically analyzes the curriculum components across grade levels in like content areas to identify areas of strength and weakness.	The school regularly analyzes the curriculum components across grade levels in like content areas to identify areas of strength and weakness and remediates the weaknesses.

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CA - Curriculum Alignment		CA 2.1	Instructional focus	Focusing instruction on specific learning objectives that promote the attainment of state learning standards and address essential understandings, knowledge, and skills	SS,D,I, O	Instruction is focused on specific learning objectives that promote attainment of state standards.	Instruction is not focused on specific learning objectives that promote attainment of state learning standards.	Instruction is sometimes focused on specific learning objectives that promote attainment of state learning standards.	Instruction is consistently focused on specific learning objectives that promote the attainment of state learning standards, but it does not necessarily address essential understandings, knowledge, and skills.	Instruction is consistently focused on specific learning objectives that promote the attainment of state learning standards and addresses essential understandings, knowledge, and skills.
		CA 2.2	Curriculum resources	Using available curriculum resources and supplementary materials appropriately to promote attainment of state learning standards	SS,D,I, O	Curriculum resources are used appropriately to promote attainment of state learning standards.	Curriculum resources and supplementary materials are not used appropriately to promote attainment of state learning standards.	Curriculum resources and supplementary materials are sometimes used to promote attainment of state learning standards.	Curriculum resources and supplementary materials are usually used to promote attainment of state learning standards.	Curriculum resources and supplementary materials are used consistently to promote attainment of state learning standards.
		CA 2.3	Meaningful Contexts	Presenting accurate knowledge through meaningful contexts and connected disciplines	SS,D,I, O	Accurate knowledge is presented through meaningful contexts.	Knowledge is not presented accurately.	Knowledge is usually presented accurately, but not necessarily through meaningful contexts and connected disciplines.	Knowledge is consistently presented accurately, sometimes through meaningful contexts and connected disciplines.	Knowledge is consistently presented accurately through meaningful contexts and connected disciplines.
		CA 2.4	Instructional strategies	Employing instructional strategies that are research-based and proven effective	SS,D,I, O	Instructional strategies are research-based and proven effective.	Instructional strategies are not research-based.	Instructional strategies are sometimes research-based and proven effective.	Instructional strategies are usually research-based and proven effective.	Instructional strategies are consistently research-based and proven effective.

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CA - Curriculum Alignment		CA 2.5	Assignments	Assigning projects and tasks that require students to integrate and apply their learning in meaningful contexts and to reflect on what they have learned	SS,D,I, O	Projects require students to integrate and apply learning in meaningful contexts.	Students are not assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts and to reflect on what they have learned.	Students are sometimes assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts, but they are not required to reflect on what they have learned.	Students are often assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts, and they are sometime required to reflect on what they have learned.	Students are regularly assigned projects and tasks that require them to integrate and apply their learning in meaningful contexts and to reflect on what they have learned.
		CA 2.6	Active Learning	Providing students with learning experiences that engage them in active learning	SS,D,I, O	Students are engaged in active learning.	Students are not provided with learning experiences that engage them in active learning.	Students are occasionally provided with learning experiences that engage them in active learning.	Students are often provided with learning experiences that engage them in active learning.	Students are consistently provided with learning experiences that engage them in active learning.
		CA 2.7	Differentiation	Differentiating instruction to meet the identified needs of individual students and groups of students	SS,D,I, O	Instruction is differentiated to meet the needs of individual students and groups.	Instruction is not differentiated to meet the identified needs of individual students and groups of students.	Instruction is sometimes differentiated to meet the identified needs of individual students and groups of students.	Instruction is often differentiated to meet the identified needs of individual students and groups of students.	Instruction is consistently differentiated to meet the identified needs of individual students and groups of students.
		CA 2.8	Student Resources	Providing all students access to available materials, resources, and services to support learning	SS,D,I, O	Students have access to materials, resources, and services to support learning.	Students are not provided access to available materials, resources, and services to support learning.	Students are sometimes provided access to available materials, resources, and services to support learning.	Students are often provided access to available materials, resources, and services to support learning.	Students are consistently provided access to available materials, resources, and services to support learning.

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CA - Curriculum Alignment		CA 2.9	Feedback	Providing teachers with feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills	SS,D,I, O	Teachers receive feedback on the alignment of instruction to standards.	Teachers do not receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers sometimes receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers often receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.	Teachers consistently receive feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills.
		CA 2.10	Monitoring	Monitoring teacher implementation of the curriculum throughout the year	SS,D,I, O	Teacher implementation of the curriculum is monitored.	Teacher implementation of the curriculum is not monitored.	Teacher implementation of the curriculum is occasionally monitored throughout the year.	Teacher implementation of the curriculum is frequently monitored throughout the year.	Teacher implementation of the curriculum is consistently monitored throughout the year.
		CA 3.1	Assessment frequency	Assessing student progress on a regular basis	SS,D,I, O	Student progress is assessed regularly.	Student progress is not assessed.	Student progress is rarely assessed.	Student progress is periodically assessed.	Student progress is assessed on a regular basis.
		CA 3.2	Assessment alignment	Ensuring that assessments are aligned with state learning standards and essential understandings, knowledge, and skills	SS,D,I, O	Assessments are aligned with state learning standards.	Assessments are not aligned with state learning standards and essential understandings, knowledge, and skills.	Some assessments are aligned with state learning standards and essential understandings, knowledge, and skills.	Most assessments are aligned with state learning standards and essential understandings, knowledge, and skills.	Assessments are consistently aligned with state learning standards and essential understandings, knowledge, and skills.
		CA 3.3	Assessment format	Providing opportunities for students to take tests that are similar in content and format to state assessments	SS,D,I, O	Students take tests that are similar to state assessments.	Students do not take tests that are similar in content and format to state assessments.	Students take tests that are somewhat similar in content and format to state assessments.	Students periodically take tests that are similar in content and format to state assessments.	Students consistently take tests that are similar in content and format to state assessments.

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CA - Curriculum Alignment		CA 3.4	Assessment variety	Using a variety of classroom-based assessment methods and tools (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after units of study to monitor student progress	SS,D,I, O	Students are assessed with a variety of classroom-based assessment methods and tools.	Students are not assessed with a variety of classroom-based assessment methods and tools.	A variety of classroom-based assessment methods and tools is sometimes used to monitor student progress.	A variety of classroom-based assessment methods and tools is often used before, during, and after units of study to monitor student progress.	A variety of classroom-based assessment methods and tools is used consistently before, during, and after units of study to monitor student progress.
		CA 3.5	Assessment depth	Providing assessments that require students to use knowledge, comprehension, application, and reasoning skills	SS,D,I, O	Assessments require students to use knowledge, comprehension, application, and reasoning.	Assessments do not require students to use knowledge, comprehension, application, and reasoning skills.	Assessments sometimes require students to use knowledge, comprehension, application, and reasoning skills.	Assessments often require students to use knowledge, comprehension, application, and reasoning skills.	Assessments consistently require students to use knowledge, comprehension, application, and reasoning skills.
		CA 3.6	Reporting progress	Periodically reporting student progress toward mastery of learning objectives to students and parents in a way that is clear and understandable	SS,D,I, O	Student progress is reported to students and parents.	Student progress toward mastery of learning objectives is not reported to students and parents in a way that is clear and understandable.	Student progress toward mastery of learning objectives is sometimes reported to students and parents, but not always in a way that is clear and understandable.	Student progress toward mastery of learning objectives is often reported to students and parents, but not always in a way that is clear and understandable.	Student progress toward mastery of learning objectives is consistently reported to students and parents in a way that is clear and understandable.

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CA - Curriculum Alignment		CA 3.7	Assessment monitoring	Monitoring the results of classroom-based assessments to ensure attainment of the knowledge and skills required for success on state assessments	SS,D,I, O	Results of classroom-based assessments are monitored in relation to state assessments.	The results of classroom-based assessments are not monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are sometimes monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are often monitored to ensure attainment of the knowledge and skills required for success on state assessments.	The results of classroom-based assessments are consistently monitored to ensure attainment of the knowledge and skills required for success on state assessments.
TS - Time / Scheduling		TS 1.1		Basing decisions related to the pacing of the curriculum on state test blueprints and on student performance data	SS,D,I, O	Pacing decisions based on state test blueprints and student performance data.	Curriculum pacing decisions are not based on state test blueprints and student performance data.	Curriculum pacing decisions are sometimes based on state test blueprints, but not student performance data.	Curriculum pacing decisions are often based on state test blueprints and student performance data.	Curriculum pacing decisions are consistently based on state test blueprints and student performance data.
		TS 1.2		Arranging classroom instructional time to allow for a variety of instructional activities	SS,D,I, O	Instructional time arranged to allow for a variety of activities.	Instructional time is not arranged to allow for a variety of instructional activities.	Instructional time is sometimes arranged to allow for a variety of instructional activities.	Instructional time is often arranged to allow for a variety of instructional activities.	Instructional time is consistently arranged to allow for a variety of instructional activities.
		TS 1.3		Organizing instruction and structuring lessons to maximize student time on task	SS,D,I, O	Instruction is organized to maximize student time on task.	Teachers do not organize instruction and structure lessons to maximize student time on task.	Teachers sometimes organize instruction and structure lessons to maximize student time on task.	Teachers often organize instruction and structure lessons to maximize student time on task.	Teachers consistently organize instruction and structure lessons to maximize student time on task.

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TS - Time / Scheduling		TS 1.4		Maintaining a high level of student engagement throughout the lesson	SS,D,I, O	Students are highly engaged throughout the lesson.	A high level of student engagement is not maintained throughout the lesson.	A high level of student engagement is sometimes maintained throughout the lesson.	A high level of student engagement is often maintained throughout the lesson.	A high level of student engagement is consistently maintained throughout the lesson.
		TS 1.5		Using classroom instructional time to provide enrichment opportunities and support services to individuals and small groups, based on students' identified strengths and needs	SS,D,I, O	Instructional time is used to provide enrichment and support based on students' needs.	Classroom instructional time is not used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is sometimes used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is often used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.	Classroom instructional time is consistently used to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs.
		TS 1.6		Establishing classroom routines that maximize the use of non-instructional time	SS,D,I, O	Classroom routines maximize the use of non-instructional time.	Classroom routines have not been established to maximize the use of non-instructional time.	There is limited evidence that classroom routines have been established to maximize the use of non-instructional time.	There is significant evidence that classroom routines have been established to maximize the use of non-instructional time.	Classroom routines have been established systemically to maximize the use of non-instructional time.
		TS 1.7		Establishing school-wide organizational practices that minimize unnecessary interruptions to instructional time	SS,D,I, O	Organizational practices minimize unnecessary interruptions to instruction.	Organizational practices have not been established to minimize unnecessary interruptions to instructional time.	There is limited evidence that organizational practices have been established to minimize unnecessary interruptions to instructional time.	There is significant evidence that organizational practices have been established to minimize unnecessary interruptions to instructional time.	Organizational practices have been established systemically to minimize unnecessary interruptions to instructional time.

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TS - Time / Scheduling	Leadership maintains a school environment that maximizes its potential for instructional time.	TS 1.8		Regularly monitoring the use of instructional time in classrooms	SS,D,I, O	The use of instructional time in classrooms is monitored.	The use of instructional time in classrooms is not monitored.	The use of instructional time in classrooms is monitored, but not regularly.	The use of instructional time in classrooms is often monitored.	The use of instructional time in classrooms is monitored regularly.
		TS 2.1		Meeting SOA requirements for length of school year, length of school day, or number of hours of instruction in core areas	SS,D,I, O	SOA requirements met for length of school year, length of school day, or hours of instruction.	SOA requirements are not met for length of school year, length of school day, or number of hours of instruction in core areas.	SOA requirements are sporadically met for length of school year, length of school day, or number of hours of instruction in core areas.	SOA requirements are nearly met for length of school year, length of school day, or number of hours of instruction in core areas.	SOA requirements are consistently met for length of school year, length of school day, or number of hours of instruction in core areas.
		TS 2.2		Building schedules based on identified learning and instructional needs that support the implementation of improvement initiatives	SS,D,I, O	Building schedules are based on learning and instructional needs.	Building schedules are not based on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are based to a limited extent on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are partially based on identified learning and instructional needs that support the implementation of improvement initiatives.	Building schedules are based on identified learning and instructional needs that support the implementation of improvement initiatives.
		TS 2.3		Scheduling nonacademic events to minimally impact instructional time	SS,D,I, O	Nonacademic events are scheduled to have a minimal impact on instruction.	Nonacademic events are not scheduled to have a minimal impact on instructional time.	Nonacademic events are sometimes scheduled to have a minimal impact on instructional time.	Nonacademic events are usually scheduled to have a minimal impact on instructional time.	Nonacademic events are consistently scheduled to have a minimal impact on instructional time.
		TS 2.4		Allocating time in the schedule for teachers to collaborate with other teachers, parents, and students	SS,D,I, O	Time is allocated in the schedule for teachers to collaborate with teachers, parents, and students.	Time is not allocated in the schedule for teachers to collaborate with other teachers, parents, and students.	Limited time is allocated in the schedule for teachers to collaborate with other teachers, parents, and students.	Time is allocated in the schedule for teachers to collaborate with other teachers, but not with parents or students.	Time is allocated in the schedule for teachers to collaborate with other teachers, parents, and students.

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TS - Time / Scheduling		TS 2.5		Establishing procedures and communicating expectations related to the allocation and use of time	SS,D,I, O	Procedures are established for the allocation and use of time.	Procedures are not established and/or expectations communicated related to the allocation and use of time.	Some procedures are established, but expectations are not communicated related to the allocation and use of time.	Procedures are established and expectations are usually communicated related to the allocation and use of time.	Procedures are established and expectations are regularly communicated related to the allocation and use of time.
		TS 2.6		Ensuring that the time allocated for specific activities is used to complete essential tasks according to established expectations	SS,D,I, O	Time allocated for specific activities is used to complete essential tasks.	Time allocated for specific activities is not used to complete essential tasks according to established expectations.	Time allocated for specific activities is sometimes used to complete essential tasks according to established expectations.	Time allocated for specific activities is used to complete essential tasks, but not always according to established expectations.	Time allocated for specific activities is used to complete essential tasks according to established expectations.
		TS 2.7		Using a school schedule that is conducive to providing intervention and remediation strategies and programs within the school day	SS,D,I, O	The school schedule is conducive to providing intervention and remediation.	The school schedule is not conducive to providing intervention and remediation strategies and programs within the school day.	The school schedule allows limited time for providing intervention and remediation strategies and programs within the school day.	The school schedule allows minimally sufficient time for providing intervention and remediation strategies and programs within the school day.	The school schedule is conducive to providing intervention and remediation strategies and programs within the school day.
		TS 2.8		Allocating resources to extend learning time beyond the regular school day	SS,D,I, O	Resources are allocated to extend learning time beyond the school day.	Resources are not allocated to extend learning time beyond the regular school day.	Limited resources are allocated to extend learning time beyond the regular school day.	Resources are often allocated to extend learning time beyond the regular school day.	Resources are consistently allocated to extend learning time beyond the regular school day.

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TS - Time / Scheduling		TS 2.9		Regularly monitoring the implementation of schedules and making adjustments, as needed, to maximize efficient use of time	SS,D,I, O	Schedule implementation is monitored and adjusted to maximize use of time.	The implementation of schedules is not monitored.	The implementation of schedules is periodically monitored, but adjustments are not made to maximize efficient use of time.	The implementation of schedules is monitored regularly, and adjustments are made occasionally to maximize efficient use of time.	The implementation of schedules is monitored regularly, and adjustments are made, as needed, to maximize efficient use of time.
D - Using Data	Data is used to make decisions about instruction and planning.	D 1.1		Using data/evidence from multiple sources to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills	SS,D,I, O	Data/evidence from multiple sources is used to plan instruction aligned with state standards.	Data/evidence from multiple sources is not used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is sometimes used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is often used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.	Data/evidence from multiple sources is consistently used to plan instruction that promotes the attainment of state standards and essential understandings, knowledge, and skills.
		D 1.2		Collecting, compiling, and analyzing data related to instructional practices to determine the degree of alignment with state learning standards and to identify professional development needs	SS,D,I, O	Instructional practice data is analyzed for alignment with state standards and to identify professional development needs.	Data related to instructional practices is not collected, compiled, or analyzed to determine the degree of alignment with state learning standards or to identify professional development needs.	Data related to instructional practices is sometimes collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.	Data related to instructional practices is often collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.	Data related to instructional practices is consistently collected, compiled, and analyzed to determine the degree of alignment with state learning standards and to identify professional development needs.

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D - Using Data		D 1.3		Sharing responsibility for collecting and compiling data related to instructional programs and services	SS,D,I, O	Responsibility is shared for collecting data related to instructional programs and services.	Responsibility is not shared for collecting and compiling data related to instructional programs and services.	Responsibility is shared somewhat for collecting and compiling data related to instructional programs and services.	Responsibility is shared often for collecting and compiling data related to instructional programs and services.	Responsibility is shared consistently for collecting and compiling data related to instructional programs and services.
		D 1.4		Sharing responsibility for analyzing data and making instructional decisions based on the results	SS,D,I, O	Responsibility is shared for analyzing data and making instructional decisions.	Responsibility is not shared for analyzing data and making instructional decisions based on the results.	Responsibility is shared somewhat for analyzing data and making instructional decisions based on the results.	Responsibility is shared often for analyzing data and making instructional decisions based on the results.	Responsibility is shared consistently for analyzing data and making instructional decisions based on the results.
		D 1.5		Collecting and compiling individual student performance data to identify students' strengths and needs, plan instruction, and monitor individual student progress over time	SS,D,I, O	Student data is collected and compiled to identify needs, plan instruction, and monitor progress.	Individual student performance data is not collected or compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is sometimes collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is often collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.	Individual student performance data is regularly collected and compiled to identify students' needs, plan instruction, and monitor individual student progress over time.

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D - Using Data		D 1.6		Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities	SS,D,I, O	Results of data analyses used to design, monitor, and evaluate instruction, support, and professional development.	Results of data analyses are not used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are occasionally used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are frequently used to design, monitor, and evaluate instructional programs, support services, and professional development activities.	Results of data analyses are regularly used to design, monitor, and evaluate instructional programs, support services, and professional development activities.
		D 1.7		Training staff in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions	SS,D,I, O	Staff are trained to analyze assessment data to make instructional decisions.	Staff are not trained in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are provided sporadic training in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are given some training in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.	Staff are regularly trained in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions.
		D 2.1		Compiling and using data/evidence from several sources to develop a profile of the school related to student performance	SS,D,I, O	Data/evidence from several sources is used to develop a school profile.	Data/evidence from several sources is not compiled and used to develop a profile of the school related to student performance.	A limited set of data/evidence is compiled and used to develop a profile of the school related to student performance.	Data/evidence from several sources is periodically compiled and used to develop a profile of the school related to student performance.	Data/evidence from several sources is regularly compiled and used to develop a profile of the school related to student performance.

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D - Using Data		D 2.2		Analyzing data/evidence related to the perceived limitations of instructional practices and organizational conditions to identify goals and objectives for school improvement planning	SS,D,I, O	Data/evidence related to limitations of instruction and organization is analyzed for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is not analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is sometimes analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is often analyzed to identify goals and objectives for school improvement planning.	Data/evidence related to perceived limitations of instructional practices and organizational conditions is regularly analyzed to identify goals and objectives for school improvement planning.
		D 2.3		Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services	SS,D,I, O	Data analyzed over time for trends in student performance to identify strengths and limitations of instruction.	Data is not analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is rarely analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is occasionally analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.	Data is regularly analyzed over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services.
		D 2.4		Disaggregating state and local student performance data by appropriate subgroups of students to identify needs and monitor student progress	SS,D,I, O	Student data is disaggregated by subgroup to identify needs and monitor progress.	State and local student performance data is not disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is rarely disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is occasionally disaggregated by appropriate subgroups of students to identify needs and monitor student progress.	State and local student performance data is regularly disaggregated by appropriate subgroups of students to identify needs and monitor student progress.

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D - Using Data		D 2.5		Collecting and analyzing data/evidence on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time	SS,D,I, O	Data/evidence is collected and analyzed to monitor plan and evaluate improvements.	Data/evidence is not collected and analyzed on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time.	Data/evidence is rarely collected and analyzed to monitor plan implementation and to evaluate improvements over time.	Data/evidence is occasionally collected and analyzed to monitor plan implementation and to evaluate improvements over time.	Data/evidence is collected and analyzed on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time.
		D 2.6		Making data relevant to the implementation of school improvement strategies and initiatives available and accessible to staff	SS,D,I, O	Data relevant to school improvement initiatives is available to staff.	Data relevant to the implementation of school improvement strategies and initiatives is not made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is rarely made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is occasionally made available and accessible to staff.	Data relevant to the implementation of school improvement strategies and initiatives is regularly made available and accessible to staff.
		D 2.7		Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time	SS,D,I, O	Staff are trained in collecting and analyzing data to identify goals for school improvement planning.	Staff are not trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are provided sporadic training in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are given some training in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.	Staff are comprehensively trained in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development	Principal involves the school staff in identifying the types of professional development needed to improve student achievement and ensures that the staff members participate in those activities.	PD 1.1		Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	SS,D,I, O	Ongoing professional development based on analyses of data and aligned with school improvement goals.	There is no ongoing, school-based program of professional development.	There is an ongoing, school-based program of professional development, but it is not based on the analyses of data and is not aligned with the school's goals for improving student achievement.	There is an ongoing, school-based program of professional development based on the analyses of data, but it is not aligned with the school's goals for improving student achievement.	There is an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement.
		PD 1.2		Basing professional development programs and activities on research-based principles and practices	SS,D,I, O	Professional development is based on research-based principles and practices.	Professional development programs and activities are not based on research-based principles and practices.	Professional development programs and activities are rarely based on research-based principles and practices.	Professional development programs and activities are often based on research-based principles and practices.	Professional development programs and activities are consistently based on research-based principles and practices.
		PD 1.3		Allocating resources to support the professional development program and ensure implementation of improvement initiatives	SS,D,I, O	Resources are allocated to support professional development.	Resources are not allocated to support the professional development program and ensure implementation of improvement initiatives.	Insufficient resources are allocated to support the professional development program and ensure implementation of improvement initiatives.	Some resources are allocated to support the professional development program and ensure implementation of improvement initiatives.	Sufficient resources are allocated to support the professional development program and ensure implementation of improvement initiatives.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 1.4		Focusing the core of staff learning on research-based content and instructional practices that have been proven effective in improving student achievement	SS,D,I, O	Staff learning is focused on research-based content and instructional practices proven effective.	Staff learning is not focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is occasionally focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is often focused on research-based content and instructional practices that have been proven effective in improving student achievement.	Staff learning is consistently focused on research-based content and instructional practices that have been proven effective in improving student achievement.
		PD 1.5		Identifying essential learning outcomes from professional development activities that will be used to change practice	SS,D,I, O	Essential professional development learning outcomes that can change practice are identified.	The school does not identify essential learning outcomes from professional development activities that will be used to change practice.	The school rarely identifies essential learning outcomes from professional development activities that will be used to change practice.	The school often identifies essential learning outcomes from professional development activities that will be used to change practice.	The school regularly identifies essential learning outcomes from professional development activities that will be used to change practice.
		PD 1.6		Including theory, demonstration, practice with feedback, and coaching in the school's professional development programs and activities	SS,D,I, O	Theory, demonstration, practice, and coaching are included in professional development programs.	Theory, demonstration, practice with feedback, and coaching are not included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are minimally included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are often included in the school's professional development program and activities.	Theory, demonstration, practice with feedback, and coaching are consistently included in the school's professional development program and activities.
		PD 1.7		Monitoring the degree to which new practices are implemented as prescribed	SS,D,I, O	The school monitors the degree to which new practices are implemented as prescribed.	The school does not monitor the degree to which new practices are implemented as prescribed.	The school sometimes monitors the degree to which new practices are implemented as prescribed.	The school often monitors the degree to which new practices are implemented as prescribed.	The school regularly monitors the degree to which new practices are implemented as prescribed.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 1.8		Determining the effect of changes in practice on student learning	SS,D,I, O	The school determines the effect of changes in practice on student learning.	The school does not determine the effect of changes in practice on student learning.	The school rarely determines the effect of changes in practice on student learning.	The school periodically determines the effect of changes in practice on student learning.	The school regularly determines the effect of changes in practice on student learning.
		PD 2.1		Embedding professional growth and development into job performance expectations and the performance evaluation process	SS,D,I, O	Professional development is embedded in job performance expectations.	Professional growth and development are not embedded into job performance expectations and the performance evaluation process.	Professional growth and development are somewhat embedded into job performance expectations and the performance evaluation process.	Professional growth and development are adequately embedded into job performance expectations and the performance evaluation process.	Professional growth and development are systemically embedded into job performance expectations and the performance evaluation process.
		PD 2.2		Analyzing data/evidence from a variety of relevant sources to identify goals for individual growth and development	SS,D,I, O	Data from multiple sources is analyzed to identify goals for individual development.	The school does not analyze data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school occasionally analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school often analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.	The school regularly analyzes data/evidence from a variety of relevant sources to identify goals for individual growth and development.
		PD 2.3		Aligning plans for individual professional development with local improvement initiatives and with areas identified for individual growth	SS,D,I, O	Professional development plans are aligned with local improvement initiatives.	Plans for individual professional development are not aligned with local improvement initiatives and with areas identified for individual growth.	Plans for individual professional development are sometimes aligned with local improvement initiatives, but not with areas identified for individual growth.	Plans for individual professional development are usually aligned with local improvement initiatives and sometimes with areas identified for individual growth.	Plans for individual professional development are consistently aligned with local improvement initiatives and with areas identified for individual growth.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 2.4		Connecting teachers' learning outcomes from professional development activities directly to their work in classrooms	SS,D,I, O	Teachers' professional development learning is connected to their work in classrooms.	Teachers' learning outcomes from professional development activities do not connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities sometimes connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities often connect directly to their work in classrooms.	Teachers' learning outcomes from professional development activities consistently connect directly to their work in classrooms.
		PD 2.5		Connecting teachers to external resources such as conferences, workshops, and support networks that align with the needs of individual teachers, departments/grade levels, or local improvement initiatives	SS,D,I, O	Teachers are connected to external resources that align with their needs.	Teachers are not connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are occasionally connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are often connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.	Teachers are regularly connected to external resources such as conferences, workshops, and support networks that align with their individual needs, departments/grade levels, or local improvement initiatives.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
PD - Professional Development		PD 2.6		Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices	SS,D,I, O	Teachers can experiment, practice, and get feedback as they integrate new skills.	Teachers are not provided opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers are rarely provided opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers are periodically provided opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.	Teachers are regularly provided opportunities to practice and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.
		PD 2.7		Regularly monitoring the progress of staff in achieving individual professional development goals	SS,D,I, O	Progress of staff in achieving individual goals is monitored.	The progress of staff in achieving individual professional development goals is not monitored.	The progress of staff in achieving individual professional development goals is rarely monitored.	The progress of staff in achieving individual professional development goals is periodically monitored.	The progress of staff in achieving individual professional development goals is regularly monitored.
SIP - School Improvement Planning	School and school division develop a long range school improvement plan.	SIP 1.1		Basing the three-year school improvement plan on the results of previous academic reviews, as required by the Standards of Accreditation	SS,D,I, O	The school improvement plan is based on results of previous academic reviews.	The three-year school improvement plan is not based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is partially based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is largely based on the results of previous academic reviews, as required by the Standards of Accreditation.	The three-year school improvement plan is based on the results of previous academic reviews, as required by the Standards of Accreditation.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.2		Developing the three-year school improvement plan with the assistance of parents and teachers, as required by the Standards of Accreditation	SS,D,I, O	The school improvement plan is developed with parents and teachers.	The three-year school improvement plan is not developed with the assistance of parents and teachers, as required by the Standards of Accreditation.	The three-year school improvement plan is developed with some assistance from teachers, but not parents, as required by the Standards of Accreditation.	The three-year school improvement plan is developed with some assistance from teachers and parents, as required by the Standards of Accreditation.	The three-year school improvement plan is developed with extensive assistance from teachers and parents.
		SIP 1.3		Using baseline data/measures relevant to areas for improvement to identify goals for school improvement planning	SS,D,I, O	Baseline data/measures relevant to areas for improvement are used to identify goals.	Baseline data/measures relevant to areas for improvement are not used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are rarely used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are often used to identify goals for school improvement planning.	Baseline data/measures relevant to areas for improvement are consistently used to identify goals for school improvement planning.
		SIP 1.4		Establishing clear goals that relate to student achievement	SS,D,I, O	Clear goals are established relating to student achievement.	Clear goals relating to student achievement are not established.	Clear goals that relate to student achievement are rarely established.	Clear goals that relate to student achievement are often established.	Clear goals that relate to student achievement are consistently established.
		SIP 1.5		Establishing yearly, measurable objectives or benchmarks that are linked to goals	SS,D,I, O	Yearly objectives/benchmarks linked to goals are established.	The school does not establish yearly, measurable objectives or benchmarks that are linked to goals.	The school establishes some measurable objectives or benchmarks, but they are not linked to goals.	The school establishes measurable objectives or benchmarks that are linked to goals, but not on a yearly basis.	The school establishes yearly, measurable objectives or benchmarks that are linked to goals.
		SIP 1.6		Describing the strategies to be implemented and the specific action steps to be taken to meet each objective	SS,D,I, O	The plan describes strategies and specific action steps to meet objectives.	The plan does not describe the strategies to be implemented and the specific action steps to be taken to meet each objective.	The plan describes some strategies to be implemented, but does not describe the specific action steps to be taken to meet each objective.	The plan describes some strategies to be implemented and provides some action steps to be taken to meet objectives.	The plan describes strategies to be implemented and the specific action steps to be taken to meet each objective.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.7		Including data collection activities at regular, logical (not random) intervals throughout plan, as part of strategies/action steps	SS,D,I, O	Includes data collection activities at intervals throughout the plan.	The plan does not include data collection activities as part of strategies/action steps.	The plan includes some data collection activities, but not at regular, logical (not random) intervals, as part of strategies/action steps.	The plan often includes data collection activities, but not at regular, logical (not random) intervals, as part of strategies/action steps.	The plan includes data collection activities at regular, logical (not random) intervals throughout, as part of strategies/action steps.
		SIP 1.8		Including a system of monitoring student progress at regular, logical (not random) intervals	SS,D,I, O	Includes a system of student progress monitoring.	The plan does not include a system of monitoring student progress at regular, logical (not random) intervals.	The plan includes some student progress monitoring, but not at regular, logical (not random) intervals.	The plan includes regular student progress monitoring, but at illogical intervals.	The plan includes a system of monitoring student progress at regular, logical (not random) intervals.
		SIP 1.9		Selecting achievement indicators that are appropriate to goals and objectives	SS,D,I, O	Achievement indicators are appropriate to goals.	Selected achievement indicators are not appropriate to goals and objectives.	Some selected achievement indicators are appropriate to goals and objectives.	Most selected achievement indicators are appropriate to goals and objectives.	Selected achievement indicators are consistently appropriate to goals and objectives.
		SIP 1.10		Identifying sources of evidence that are appropriate to strategies/action steps	SS,D,I, O	Evidence sources are appropriate to strategies/action steps.	Sources of evidence identified are not appropriate to strategies/action steps.	Some sources of evidence identified are appropriate to strategies/action steps.	Most sources of evidence identified are appropriate to strategies/action steps.	Sources of evidence identified are consistently appropriate to strategies/action steps.
		SIP 1.11		Identifying person(s) responsible for implementing strategies/action steps and collecting data/evidence	SS,D,I, O	The plan identifies person(s) responsible for action steps and collecting data.	The plan does not identify person(s) responsible for implementing strategies/action steps and collecting data/evidence.	The plan identifies person(s) responsible for implementing strategies/action steps, but not for collecting data/evidence.	The plan identifies person(s) responsible for collecting data/evidence, but not for implementing strategies/action steps.	The plan identifies person(s) responsible for implementing strategies/action steps and collecting data/evidence.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 1.12		Establishing timelines over a three-year period and linking shorter timeframes to specific action steps/strategies	SS,D,I, O	Three-year timelines are established with shorter timeframes for action steps.	The plan does not establish timelines over a three-year period.	The plan establishes timelines over a three-year period, but does not link shorter timeframes to specific action steps/strategies.	The plan establishes timelines over a three-year period and links shorter timeframes to some specific action steps/strategies.	The plan establishes timelines over a three-year period and links shorter timeframes to specific action steps/strategies.
		SIP 1.13		Including all nine components required by Section 8VAC20-131-310.G of the Standards of Accreditation (Refer to TA Document in AR User's Handbook or SOA for list of components.)	SS,D,I, O	The plan includes the nine components required by Standards of Accreditation.	The plan does not include the nine components required by Section 8VAC2--131-310G of the Standards of Accreditation.	The plan includes some of the nine components required by Section 8VAC2--131-310G of the Standards of Accreditation.	The plan includes most of the nine components required by Section 8VAC2--131-310G of the Standards of Accreditation.	The plan includes all nine components required by Section 8VAC2--131-310G of the Standards of Accreditation.
		SIP 2.1		Focusing implementation on improved student achievement	SS,D,I, O	Implementation is focused on improved student achievement.	Implementation is not focused on improved student achievement.	Implementation is somewhat focused on improved student achievement.	Implementation is usually focused on improved student achievement.	Implementation is consistently focused on improved student achievement.
		SIP 2.2		Implementing strategies and action steps in the manner described in plan	SS,D,I, O	Strategies/action steps are implemented as described in the plan.	Strategies and action steps are not implemented in the manner described in the plan.	Strategies and action steps are occasionally implemented in the manner described in the plan.	Strategies and action steps are often implemented in the manner described in the plan.	Strategies and action steps are consistently implemented in the manner described in the plan.
		SIP 2.3		Documenting implementation of strategies/action steps	SS,D,I, O	Implementation of strategies/action steps is documented.	Implementation of strategies/action steps is not documented.	Implementation of strategies/action steps is occasionally documented.	Implementation of strategies/action steps is often documented.	Implementation of strategies/action steps is consistently documented.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 2.4		Collecting and compiling data/evidence of the degree to which strategies and action steps are implemented as described in the plan	SS,D,I, O	Data/evidence of degree of implementation is collected and compiled.	The school does not collect data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school occasionally collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school often collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.	The school regularly collects and compiles data/evidence of the degree to which strategies and action steps are implemented as described in the plan.
		SIP 2.5		Monitoring the efforts of staff in carrying out their responsibilities	SS,D,I, O	Staff efforts are monitored.	The efforts of staff in carrying out their responsibilities are not monitored.	The efforts of staff in carrying out their responsibilities are sometimes monitored.	The efforts of staff in carrying out their responsibilities are often monitored.	The efforts of staff in carrying out their responsibilities are consistently monitored.
		SIP 2.6		Meeting established timelines for completing strategies/action steps and collecting data/evidence	SS,D,I, O	Timelines are met for completing action steps and collecting evidence.	Established timelines are not met for completing strategies/action steps and collecting data/evidence.	Established timelines are sometimes met for completing strategies/action steps and collecting data/evidence.	Established timelines are often met for completing strategies/action steps and collecting data/evidence.	Established timelines are consistently met for completing strategies/action steps and collecting data/evidence.
		SIP 2.7		Establishing procedures for macro-to-micro analysis of data	SS,D,I, O	Procedures established for macro-to-micro data analysis.	No procedures are established for macro-to-micro analysis of data.	Some procedures are established for macro-to-micro analysis of data.	Procedures are usually established for macro-to-micro analysis of data.	Procedures are systemically established for macro-to-micro analysis of data.
		SIP 3.1		Establishing a system for monitoring and adjusting the school's improvement plan	SS,D,I, O	System is established for monitoring and adjusting the plan.	No system is established for monitoring and adjusting the school's improvement plan.	The school has begun to establish a system for monitoring and adjusting the school improvement plan.	The school has established an adequate system for monitoring and adjusting the school improvement plan.	The school has established an exemplary system for monitoring and adjusting the school improvement plan.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SIP - School Improvement Planning		SIP 3.2		Analyzing data/evidence to determine the degree to which strategies/actions steps are implemented as intended	SS,D,I, O	Data/evidence of degree of implementation is analyzed.	The school does not analyze evidence of the degree to which strategies and action steps are implemented as intended.	The school occasionally analyzes evidence of the degree to which strategies and action steps are implemented as intended.	The school often analyzes evidence of the degree to which strategies and action steps are implemented as intended.	The school regularly analyzes evidence of the degree to which strategies and action steps are implemented as intended.
		SIP 3.3		Systematically monitoring student achievement at regular intervals throughout the year to determine effectiveness of improvement initiatives	SS,D,I, O	Student achievement is monitored to determine effectiveness of improvement initiatives.	Student achievement is not monitored throughout the year to determine effectiveness of improvement initiatives.	Student achievement is occasionally monitored throughout the year to determine effectiveness of improvement initiatives.	Student achievement is often monitored throughout the year to determine effectiveness of improvement initiatives, but not at regular intervals.	Student achievement is systematically monitored at regular intervals throughout the year to determine effectiveness of improvement initiatives.
		SIP 3.4		Using data to determine the impact of improvement initiatives on student learning	SS,D,I, O	Data is used to determine the impact of improvement initiatives on learning.	Data is not used to determine the impact of improvement initiatives on student learning.	Data is sometimes used to determine the impact of improvement initiatives on student learning.	Data is often used to determine the impact of improvement initiatives on student learning.	Data is consistently used to determine the impact of improvement initiatives on student learning.
		SIP 3.5		Modifying goals and/or objectives based upon the analyses of date/evidence	SS,D,I, O	Goals are modified based upon analyses of data/evidence.	Goals and objectives are not modified based upon the analyses of data/evidence.	Goals and objectives are occasionally modified based upon the analyses of data/evidence.	Goals and objectives are often modified based upon the analyses of data/evidence.	Goals and objectives are consistently modified based upon the analyses of data/evidence.

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SIP - School Improvement Planning		SIP 3.6		Modifying less successful strategies and adding new strategies, as needed, to promote continued improvement	SS,D,I, O	Strategies are modified/added to promote continued improvement.	The school does not modify less successful strategies or add new strategies to promote continued improvement.	The school occasionally modifies less successful strategies and adds new strategies to promote continued improvement.	The school often modifies less successful strategies and adds new strategies to promote continued improvement.	The school modifies less successful strategies and adds new strategies, as needed, to promote continued improvement.
		SIP 3.7		Reaching established student achievement benchmarks and/or objectives	SS,D,I, O	Established student benchmarks and/or objectives are reached.	Established student achievement benchmarks and/or objectives are not reached.	Established student achievement benchmarks and/or objectives are sometimes reached.	Established student achievement benchmarks and/or objectives are often reached.	Established student achievement benchmarks and/or objectives are consistently reached.
		SIP 3.8		Communicating the status of implementation and the results to stakeholders	SS,D,I, O	Implementation status and results are communicated.	The status of implementation and the results are not communicated to stakeholders.	The status of implementation and the results are occasionally communicated to stakeholders.	The status of implementation and the results are communicated to some stakeholders.	The status of implementation and the results are regularly communicated to stakeholders.
IMP - Research Based Instructional Intervention	Adoption of a research based instructional intervention that has a proven track record of success at raising student achievement.	IMP 1.1		Describing baseline measures upon which the instructional intervention selection is based	SS,D,I, O	Baseline measures upon which instructional intervention selection is based are described.	It is not clear upon which baseline measures the instructional intervention selection is based.	The school minimally describes the baseline measures upon which the instructional intervention selection is based.	The school adequately describes the baseline measures upon which the instructional intervention selection is based.	The school effectively describes the baseline measures upon which all instructional intervention selection is based.
		IMP 1.2		Using data to determine which instructional intervention would best meet the needs of students	SS,D,I, O	Data is used to determine which instructional intervention best meet the needs of students.	Data is not used to determine which instructional intervention would best meet the needs of students.	Data is rarely used to determine which instructional intervention would best meet the needs of students.	Data is often used to determine which model would best meet the needs of students.	Data is consistently used to determine which model would best meet the needs of students.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
IMP - Research Based Instructional Intervention		IMP 1.3		Providing evidence that the available research supports the instructional intervention as one that has been proven to positively affect student achievement	SS,D,I, O	Evidence is provided that instructional intervention is research based.	Evidence is not provided that the available research supports the instructional intervention as one that has been proven to positively affect student achievement.	Some evidence is provided that the available research supports the instructional intervention as one that has been proven to positively affect student achievement.	Evidence is provided that the available research supports the instructional intervention as having been proven to positively affect student achievement.	Evidence is consistently provided that the available research supports the instructional intervention as having been proven to positively affect student achievement.
		IMP 1.4		Providing evidence that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement	SS,D,I, O	Evidence is provided that adopted instructional intervention meets BOE criteria of proven track record.	Evidence is not provided that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement.	Some evidence is provided that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement.	Evidence is provided that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement.	Evidence is consistently provided that the adopted instructional intervention meets Board of Education criteria for identifying and selecting instructional interventions that are not on the Board approved list, but include instructional methods with a proven track record of success at raising student achievement.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
IMP - Instructional Method or Model/Program		IMP 1.5		Linking implementation of the instructional intervention with the three-year school improvement plan	SS,D,I, O	Implementation of instructional intervention is linked with school improvement plan.	Implementation of the instructional intervention is not linked with the three-year school improvement plan.	Implementation of the instructional intervention is partially linked with the three-year school improvement plan.	Implementation of the instructional intervention is linked with the three-year school improvement plan.	Implementation of the instructional intervention is linked with the three-year school improvement plan in exemplary fashion.
		IMP 1.6		Describing specific action steps that will be taken to provide training, feedback, and support for implementation	SS,D,I, O	Action steps are described to provide training and support for implementation.	The school does not describe specific action steps that will be taken to provide training, feedback, and support for implementation.	The school describes few specific action steps that will be taken to provide training, feedback, and support for implementation.	The school describes a number of specific action steps that will be taken to provide training, feedback, and support for implementation.	The school consistently describes specific action steps that will be taken to provide training, feedback, and support for implementation.
		IMP 1.7		Establishing specific timeframes for action steps	SS,D,I, O	Specific timeframes are established for action steps.	No specific timelines are established for action steps.	Timeframes are established for some action steps, but they are not specific.	Specific timeframes are established for most action steps.	Specific timeframes are consistently established for action steps.
		IMP 1.8		Establishing regular intervals for collecting and analyzing data/evidence of implementation	SS,D,I, O	Regular intervals are established for collecting evidence of implementation.	There is no plan for collecting and analyzing data/evidence of implementation.	There is a plan for collecting data/evidence of implementation, but not at regular intervals.	Regular intervals are established for collecting and analyzing data/evidence of implementation.	Regular intervals are established for collecting and analyzing data/evidence of implementation and the intervals are adjusted as necessary.
		IMP 2.1		Designing a professional development program to train teachers in the intended outcomes, key aspects, and protocols of the instructional intervention	SS,D,I, O	There is professional development to train teachers in the instructional intervention.	A professional development program has not been designed to train teachers in the intended outcomes, key aspects, and protocols of the instructional intervention.	Minimal training is available for teachers in the intended outcomes, key aspects, and protocols of the instructional intervention.	Training is available for teachers in the intended outcomes, key aspects, and protocols of the instructional intervention. The training is not part of a comprehensive professional development program.	A professional development program has been designed to train teachers in the intended outcomes, key aspects, and protocols of the instructional intervention.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
IMP - Research Based Instructional Intervention		IMP 2.2		Ensuring that teachers understand and can articulate key aspects and protocols of the instructional intervention	SS,D,I, O	Teachers understand key aspects of the instructional intervention.	Teachers do not understand key aspects and protocols of the instructional intervention.	Teachers have limited understanding of key aspects and protocols of the instructional intervention.	Most teachers understand and can articulate key aspects and protocols of the instructional intervention	Teachers understand and can articulate key aspects and protocols of the instructional intervention.
		IMP 2.3		Allocating sufficient resources to support implementation (time, materials, supplies, space, personnel)	SS,D,I, O	Resources allocated to support implementation.	Resources are not allocated to support implementation (time, materials, supplies, space, personnel).	Some resources are allocated to support implementation (time, materials, supplies, space, personnel).	Most resources are allocated to support implementation (time, materials, supplies, space, personnel).	Sufficient resources are allocated to support implementation (time, materials, supplies, space, personnel) and allocations are adjusted as necessary.
		IMP 2.4		Making internal and/or external facilitators available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving)	SS,D,I, O	Facilitators are available to teachers to support implementation.	Neither internal nor external facilitators are made available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving).	Internal and/or external facilitators are occasionally made available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving).	Internal and/or external facilitators are often made available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving).	Internal and/or external facilitators are regularly made available to teachers to provide the technical assistance necessary for successful implementation (staff development, consultation, collaborative problem solving).
		IMP 2.5		Documenting implementation of the key aspects and protocols	SS,D,I, O	Implementation of the key aspects and protocols is documented.	Implementation of the key aspects and protocols is not documented.	Implementation of the key aspects and protocols is occasionally documented.	Implementation of the key aspects and protocols is often documented.	Implementation of the key aspects and protocols is consistently documented.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
IMP - Research Based Instructional Intervention		IMP 2.6		Analyzing data/evidence of implementation of the instructional intervention to determine the degree to which it is being implemented as prescribed by developers	SS,D,I, O	Evidence of implementation is analyzed to determine if it is done as prescribed.	Data/evidence of implementation is not analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is occasionally analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is often analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.	Data/evidence of implementation is regularly analyzed to determine the degree to which the instructional intervention is being implemented as prescribed by developers.
		IMP 2.7		Regularly providing teachers with feedback on the implementation of the instructional intervention	SS,D,I, O	Feedback is provided to teachers on the implementation of the instructional intervention.	No feedback is provided to teachers on the implementation of the instructional intervention.	Feedback is rarely provided to teachers on the implementation of the instructional intervention.	Feedback is provided periodically to teachers on the implementation of the instructional intervention.	Feedback is provided regularly to teachers on the implementation of the instructional intervention.
		IMP 2.8		Focusing implementation on improving student achievement	SS,D,I, O	Implementation is focused on improving student achievement.	Implementation is not focused on improving student achievement.	Implementation is somewhat focused on improving student achievement.	Implementation is mostly focused on improved student achievement.	Implementation is consistently focused on improving student achievement.
		IMP 3.1		Using student progress assessments inherent in the instructional intervention as intended by developers	SS,D,I, O	Student assessments in the instructional intervention are used as intended.	Student progress assessments inherent in the instructional intervention are not used.	Student progress assessments inherent in the instructional intervention are occasionally used, but not as intended by developers.	Student progress assessments inherent in the instructional intervention are occasionally used as intended by developers.	Student progress assessments inherent in the instructional intervention are consistently used as intended by developers.
		IMP 3.2		Identifying other performance data that provide evidence of student achievement	SS,D,I, O	Other data is identified that provide evidence of student achievement.	No other performance data is identified that provides evidence of student achievement.	Other performance data is rarely identified that provides evidence of student achievement.	Other performance data is occasionally identified that provides evidence of student achievement.	Other performance data is identified that provides evidence of student achievement.

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IMP - Research Based Instructional Intervention		IMP 3.3		Systematically monitoring student achievement at regular intervals throughout the year	SS,D,I, O	Student achievement is monitored throughout the year.	Student achievement is not monitored throughout the year.	Student achievement is occasionally monitored throughout the year.	Student achievement is often monitored throughout the year.	Student achievement is systematically monitored at regular intervals throughout the year.
		IMP 3.4		Reaching the school's established student achievement benchmarks	SS,D,I, O	Established student achievement benchmarks are reached.	Established student achievement benchmarks are not reached.	Established student achievement benchmarks are sometimes reached.	Established student achievement benchmarks are often reached.	Established student achievement benchmarks are consistently reached.
		IMP 3.5		Correlating data/evidence of implementation with student achievement data to determine effectiveness of the instructional intervention	SS,D,I, O	Data/evidence of implementation is correlated with student achievement data.	Data/evidence of implementation is not correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is occasionally correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is often correlated with student achievement data to determine effectiveness of the instructional intervention.	Data/evidence of implementation is regularly correlated with student achievement data to determine effectiveness of the instructional intervention.
		IMP 3.6		Establishing a system for monitoring and adjusting the instructional intervention	SS,D,I, O	System is established for monitoring and adjusting the instructional intervention.	No system is established for monitoring and adjusting the instructional intervention.	The school has begun to establish a system for monitoring and adjusting the instructional intervention.	The school has established an adequate system for monitoring and adjusting the instructional intervention.	The school has established an exemplary system for monitoring and adjusting the instructional intervention.
		IMP 3.7		Modifying implementation, as allowable, based upon the analyses of data	SS,D,I, O	Implementation is modified based upon analyses of data.	Implementation is not modified based upon the analyses of data.	Implementation is rarely modified based upon the analyses of data.	Implementation is often modified based upon the analyses of data.	Implementation is regularly modified based upon the analyses of data.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
IMP - Research Based Instructional Intervention		IMP 3.8		Communicating implementation status and results to stakeholders	SS,D,I, O	Implementation status and results are communicated.	The status of implementation and the results are not communicated to stakeholders.	The status of implementation and the results are occasionally communicated to stakeholders.	The status of implementation and the results are communicated to some stakeholders.	The status of implementation and the results are regularly communicated to stakeholders.
SP - Organizational Systems and Processes	Effective systems and processes are needed to accomplish tasks required by SOA. The success of the principal in accomplishing these tasks depends on the implementation of effective systems and processes.	SP 1.1		Using the school's beliefs, vision, and mission to set goals, establish systems, and develop procedures	SS,D,I, O	School beliefs, vision, and mission are used to establish goals, systems, and procedures.	The school's beliefs, vision, and mission are not used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are rarely used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are sometimes used to set goals, establish systems, and develop procedures.	The school's beliefs, vision, and mission are consistently used to set goals, establish systems, and develop procedures.
		SP 1.2		Analyzing data to identify strengths and needs at the individual and school levels	SS,D,I, O	Data analyzed to identify needs at individual and school levels.	Data is not analyzed to identify strengths and needs at the individual and school levels.	Data is rarely analyzed to identify strengths and needs at the individual and school levels.	Data is sometimes analyzed to identify strengths and needs at the individual and school levels.	Data is regularly analyzed to identify strengths and needs at the individual and school levels.
		SP 1.3		Involving stakeholders in developing systems and processes that address identified needs and the school's improvement goals	SS,D,I, O	Stakeholders are involved in developing systems to address needs and goals.	Stakeholders are not involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are minimally involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are often involved in developing systems and processes that address identified needs and the school's improvement goals.	Stakeholders are regularly involved in developing systems and processes that address identified needs and the school's improvement goals.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 1.4		Providing decision-makers with the information needed to solve problems and make effective instructional decisions	SS,D,I, O	Decision-makers are given information to solve problems and make decisions.	Decision-makers are not provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are rarely provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are often provided with the information needed to solve problems and make effective instructional decisions.	Decision-makers are consistently provided with the information needed to solve problems and make effective instructional decisions.
		SP 1.5		Using accurate and complete information to make decisions related to improvement initiatives	SS,D,I, O	Accurate information is used to make improvement decisions.	Accurate and complete information is not used to make decisions related to improvement initiatives.	Accurate and complete information is rarely used to make decisions related to improvement initiatives.	Accurate and complete information is usually used to make decisions related to improvement initiatives.	Accurate and complete information is consistently used to make decisions related to improvement initiatives.
		SP 1.6		Monitoring and adjusting systems and processes to promote continued improvement	SS,D,I, O	Systems are monitored and adjusted for continued improvement.	Systems and processes are neither monitored nor adjusted to promote continued improvement.	Systems and processes are occasionally monitored and adjusted to promote continued improvement.	Systems and processes are often monitored and adjusted to promote continued improvement.	Systems and processes are regularly monitored and adjusted to promote continued improvement.
		SP 2.1		Establishing systems and/or processes that focus on identified needs	SS,D,I, O	Systems and/or processes focus on identified needs.	Systems and processes are not established to focus on identified needs.	Systems and processes are rarely established to focus on identified needs.	Systems and processes are often established to focus on identified needs.	Systems and processes are consistently established to focus on identified needs.
		SP 2.2		Designing and defining processes so that desired tasks are accomplished according to expectations	SS,D,I, O	Processes are defined so tasks accomplished per expectations.	Processes are neither designed nor defined so that desired tasks are accomplished according to expectations.	Processes are rarely designed and defined so that desired tasks are accomplished according to expectations.	Processes are usually designed and defined so that desired tasks are accomplished according to expectations.	Processes are consistently designed and defined so that desired tasks are accomplished according to expectations.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 2.3		Addressing issues that may hinder the accomplishment of tasks	SS,D,I, O	Issues are addressed that may hinder accomplishment of tasks.	Issues are not addressed that may hinder the accomplishment of tasks.	Issues are occasionally addressed that may hinder the accomplishment of tasks.	Issues are usually addressed that may hinder the accomplishment of tasks.	Issues are regularly addressed that may hinder the accomplishment of tasks.
		SP 2.4		Involving staff in the development of processes and in making decisions related to implementation	SS,D,I, O	Staff is involved in developing processes and making implementation decisions.	The staff is not involved in developing processes and making decisions related to implementation.	The staff is occasionally involved in developing processes and making decisions related to implementation.	The staff is often involved in developing processes and making decisions related to implementation.	The staff is consistently involved in developing processes and making decisions related to implementation.
		SP 2.5		Designing processes that are cost effective with regard to the use of human, physical, and financial resources	SS,D,I, O	The school designs processes that are cost effective in terms of human, physical, and financial resources.	The school does not design processes that are cost effective with regard to the use of human, physical, and financial resources.	The school designs some processes that are cost effective with regard to the use of human, physical, and financial resources.	Most processes the school designs are cost effective with regard to the use of human, physical, and financial resources.	The school consistently designs processes that are cost effective with regard to the use of human, physical, and financial resources.
		SP 2.6		Allocating sufficient resources to accomplish tasks	SS,D,I, O	Sufficient resources are allocated to accomplish tasks.	Sufficient resources are not allocated to accomplish tasks.	Sufficient resources are occasionally allocated to accomplish tasks.	Sufficient resources are usually allocated to accomplish tasks.	Sufficient resources are consistently allocated to accomplish tasks.
		SP 2.7		Assessing the degree to which processes are implemented and tasks are completed as intended	SS,D,I, O	The degree of process implementation and task completion is assessed.	The school does not assess the degree to which processes are implemented and tasks are completed as intended.	The school occasionally assesses the degree to which processes are implemented and tasks are completed as intended.	The school usually assesses the degree to which processes are implemented and tasks are completed as intended.	The school regularly assesses the degree to which processes are implemented and tasks are completed as intended.
		SP 2.8		Assigning staff members to monitor implementation of processes	SS,D,I, O	Staff members are assigned to monitor process implementation.	Staff members are not assigned to monitor implementation of processes.	Staff members are occasionally assigned to monitor implementation of processes.	Staff members are usually assigned to monitor implementation of processes.	Staff members are consistently assigned to monitor implementation of processes.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 3.1		Providing opportunities for those affected by organizational changes to have input into the development of expectations and procedures related to the changes	SS,D,I, O	Those affected by change have input into procedures and expectations related to change.	Opportunities are not provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are rarely provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are sometimes provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.	Opportunities are consistently provided for those affected by organizational changes to have input into the development of expectations and procedures related to the changes.
		SP 3.2		Specifying procedures to be implemented and activities to be completed as part of the established system/process	SS,D,I, O	Procedures and activities are specified for established systems/processes.	The school does not specify procedures to be implemented and activities to be completed as part of established systems/processes.	The school rarely specifies procedures to be implemented and activities to be completed as part of established systems/processes.	The school usually specifies procedures to be implemented and activities to be completed as part of established systems/processes.	The school consistently specifies procedures to be implemented and activities to be completed as part of established systems/processes.
		SP 3.3		Communicating expectations and responsibilities of individuals and groups in implementing procedures and activities	SS,D,I, O	Individual and group expectations are communicated for implementing procedures.	The school does not communicate expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school rarely communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school usually communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.	The school consistently communicates expectations and responsibilities of individuals and groups in implementing procedures and activities.
		SP 3.4		Establishing timelines for completing specific activities	SS,D,I, O	Timelines are established for completing activities.	Timelines are not established for completing specific activities.	Timelines are occasionally established for completing specific activities.	Timelines are often established for completing specific activities.	Timelines are consistently established for completing specific activities.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SP - Organizational Systems and Processes		SP 3.5		Ensuring that activities are completed according to established timelines and procedures	SS,D,I, O	Activities are completed according to timelines and procedures.	Activities are not completed according to established timelines and procedures.	Activities are occasionally completed according to established timelines and procedures.	Activities are usually completed according to established timelines and procedures.	Activities are consistently completed according to established timelines and procedures.
		SP 3.6		Evaluating implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals	SS,D,I, O	Procedure implementation is evaluated based on alignment with goals.	The school does not evaluate the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school occasionally evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school usually evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.	The school regularly evaluates the implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals.
SC - School Culture	It is the culture of the school that determines the effectiveness of the systems, processes, and practices in bringing about change in the organization and in supporting improved student achievement	SC 1.1		Basing the mission of the school on the shared beliefs and common vision of the members of the school community	SS,D,I, O	School mission is based on shared beliefs of school community.	The mission of the school is not based on the shared beliefs or common vision of the members of the school community.	The mission of the school is partially based on the shared beliefs or common vision of the members of the school community.	The mission of the school is mostly based on the shared beliefs or common vision of the members of the school community.	The mission of the school is based on the shared beliefs or common vision of the members of the school community.
		SC 1.2		Clearly communicating expectations for student performance to students and parents	SS,D,I, O	Expectations for student performance are communicated to students and parents.	Expectations for student performance are not clearly communicated to students and parents.	Expectations for student performance are minimally communicated to students and parents but with insufficient clarity.	The school usually communicates clearly expectations for student performance to students and parents.	The school regularly communicates clear expectations for student performance to students and parents.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 1.3		Implementing instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community	SS,D,I, O	Practices reflect high expectations for all students and consideration of culture/needs of community.	The school does not implement instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.	The school implements some instructional and organizational practices that reflect high expectations for all students, but they do not reflect consideration of the culture and needs of the school community.	The school usually implements instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.	The school consistently implements instructional and organizational practices that reflect high expectations for all students and consideration of the culture and needs of the school community.
		SC 1.4		Assigning teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers	SS,D,I, O	Teachers are assigned by matching their strengths with student needs.	The school does not assign teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school rarely assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school usually assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.	The school consistently assigns teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers.
		SC 1.5		Maintaining a safe and orderly environment for learning	SS,D,I, O	A safe and orderly learning environment is maintained.	The school does not maintain a safe and orderly environment for learning.	The school maintains a somewhat safe and orderly environment for learning.	The school usually maintains safe and orderly environment for learning.	The school consistently maintains safe and orderly environment for learning.
		SC 1.6		Implementing activities, programs, and services that support and enhance the academic achievement and social development of students	SS,D,I, O	Activities are implemented that support student achievement and social development.	The school does not implement activities, programs, or services that support and enhance the academic achievement and social development of students.	The school rarely implements activities, programs, and services that support and enhance the academic achievement and social development of students.	The school implements some activities, programs, and services that support and enhance the academic achievement and social development of students.	The school consistently implements activities, programs, and services that support and enhance the academic achievement and social development of students.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 1.7		Structuring school activities, events, and special programs to promote high levels of involvement	SS,D,I, O	Activities and programs are structured to promote high levels of involvement.	School activities, events, and special programs are not structured to promote high levels of involvement.	School activities, events, and special programs are rarely structured to promote high levels of involvement.	Some school activities, events, and special programs are structured to promote high levels of involvement.	School activities, events, and special programs are consistently structured to promote high levels of involvement.
		SC 2.1		Involving staff, parents, students, and the larger community in the decision-making process	SS,D,I, O	Staff, parents, students, and community are involved in decision-making.	Staff, parents, students, and the larger community are not involved in the decision-making process.	Staff, parents, students, and the larger community are rarely involved in the decision-making process.	Staff, parents, students, and the larger community are often involved in the decision-making process.	Staff, parents, students, and the larger community are consistently involved in the decision-making process.
		SC 2.2		Seeking and using community resources to support the school's improvement initiatives and raise student achievement	SS,D,I, O	Community resources are used to support improvement initiatives.	The school neither seeks nor uses community resources to support its improvement initiatives and raise student achievement.	The school occasionally seeks and uses community resources to support its improvement initiatives and raise student achievement.	The school often seeks and uses community resources to support its improvement initiatives and raise student achievement.	The school regularly seeks and uses community resources to support its improvement initiatives and raise student achievement.
		SC 2.3		Establishing an organizational structure within the school consisting of teacher-led teams that cut across the school both horizontally and vertically	SS,D,I, O	There are teacher-led teams cutting across the school horizontally and vertically.	The school does not have an organizational structure consisting of teacher-led teams that cut across the school both horizontally and vertically.	The school is beginning to develop an organizational structure consisting of teacher-led teams that cut across the school either horizontally or vertically, but not both.	The school has established an organizational structure of teacher-led teams that cut across the school either horizontally or vertically, but not both.	The school has fully established an organizational structure of teacher-led teams that cut across the school both horizontally and vertically.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 2.4		Focusing team planning and collaboration on the school's improvement planning initiatives and goals for student achievement	SS,D,I, O	Team planning is focused on school improvement plan and goals for achievement.	Team planning and collaboration are not focused on the school's improvement planning initiatives or goals for student achievement.	Team planning and collaboration are sometimes focused on the school's improvement planning initiatives and goals for student achievement.	Team planning and collaboration are usually focused on the school's improvement planning initiatives and goals for student achievement.	Team planning and collaboration are consistently focused on the school's improvement planning initiatives and goals for student achievement.
		SC 2.5		Implementing programs and activities to involve and assist families in raising their children's academic performance	SS,D,I, O	Programs are implemented to involve/assist families in raising children's performance.	Programs and activities are not implemented to involve and assist families in raising their children's academic performance.	Programs and activities are rarely implemented to involve and assist families in raising their children's academic performance.	Programs and activities are occasionally implemented to involve and assist families in raising their children's academic performance.	Programs and activities are regularly implemented to involve and assist families in raising their children's academic performance.
		SC 2.6		Providing opportunities for students to make choices, learn responsibility, and practice leadership skills	SS,D,I, O	Opportunities are provided for students to learn responsibility and leadership skills.	Opportunities are not provided for students to make choices, learn responsibility, or practice leadership skills.	Opportunities are occasionally provided for students to make choices, learn responsibility, or practice leadership skills.	Opportunities are often provided for students to make choices, learn responsibility, and practice leadership skills.	Opportunities are regularly provided for students to make choices, learn responsibility, and practice leadership skills.
		SC 2.7		Using multiple communication strategies to disseminate information to stakeholders	SS,D,I, O	Multiple communication strategies are used to disseminate information to stakeholders.	Multiple communication strategies are not used to disseminate information to stakeholders.	Multiple communication strategies are sometimes used to disseminate information to stakeholders.	Multiple communication strategies are often used to disseminate information to stakeholders.	Multiple communication strategies are regularly used to disseminate information to stakeholders.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 3.1		Focusing improvement efforts on student learning and achievement	SS,D,I, O	Improvement efforts are focused on student learning and achievement.	Improvement efforts are not focused on student learning and achievement.	Improvement efforts are rarely focused on student learning and achievement.	Improvement efforts are usually focused on student learning and achievement.	Improvement efforts are consistently focused on student learning and achievement.
		SC 3.2		Basing school improvement initiatives on research-based, field-validated strategies and practices that address the areas identified for improvement	SS,D,I, O	Improvement initiatives are based on research-based, validated strategies and practices.	School improvement initiatives are not based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are sometimes based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are usually based on research-based, field-validated strategies and practices that address the areas identified for improvement.	School improvement initiatives are consistently based on research-based, field-validated strategies and practices that address the areas identified for improvement.
		SC 3.3		Identifying and addressing the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives	SS,D,I, O	School and community challenges that may impede progress are addressed.	School leadership neither identifies nor addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.	School leadership identifies some challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives but does not address these challenges.	School leadership usually identifies and addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.	School leadership consistently identifies and addresses the challenges existing within the school and community that may impede the progress of the school in implementing improvement initiatives.
		SC 3.4		Allocating and providing sufficient resources to assist and support staff in implementing school improvement initiatives	SS,D,I, O	Resources allocated to support implementation of improvement initiatives.	Sufficient resources are not allocated or provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are occasionally allocated and provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are usually allocated and provided to assist and support staff in implementing school improvement initiatives.	Sufficient resources are consistently allocated and provided to assist and support staff in implementing school improvement initiatives.

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Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
SC - School Culture		SC 3.5		Recognizing significant milestones and achievements of the school in moving toward the established goals	SS,D,I, O	Significant milestones and achievements recognized.	School leadership does not recognize significant milestones and achievements of the school in moving toward the established goals.	School leadership occasionally recognizes significant milestones and achievements of the school in moving toward the established goals.	School leadership often recognizes significant milestones and achievements of the school in moving toward the established goals.	School leadership consistently recognizes significant milestones and achievements of the school in moving toward the established goals.
		SC 3.6		Establishing a process for regularly reviewing and renewing the school's vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community	SS,D,I, O	Vision, beliefs, and mission reviewed for alignment with culture of school community.	There is no process for reviewing and renewing the school's vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.	The school is beginning to develop a process for reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.	The school has a process for reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community but the process is rarely implemented.	The school has and implements a process for regularly reviewing and renewing its vision, beliefs, and mission to ensure alignment with the culture and beliefs of the school community.
R1 - Instructional Reading Programs and Materials	Instructional Reading Programs and Materials	R1.1a		Research-based criteria are used to establish systematic instruction and sufficient practice in the components of reading.	D,O	Systematic instruction and sufficient practice are provided in phonemic awareness for grades K-1.	Systematic instruction and practice are not provided in phonemic awareness for grades K-1.	Limited instruction and practice are provided in phonemic awareness for grades K-1.	Some instruction and only limited practice are provided in phonemic awareness for grades K-1.	Systematic instruction and sufficient practice are consistently provided in phonemic awareness for grades K-1.
						Systematic instruction and sufficient practice are provided in alphabetic knowledge for grade K.	Systematic instruction and practice are not provided in alphabetic knowledge for grade K.	Limited instruction and practice are provided in alphabetic knowledge for grade K.	Some instruction and only limited practice are provided in alphabetic knowledge for grade K.	Systematic instruction and sufficient practice are consistently provided in alphabetic knowledge for grade K.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials						Systematic instruction and sufficient practice are provided in phonics instruction for grades K-2 enabling students to decode and encode words.	Systematic instruction and practice are not provided in phonics instruction for grades K-2 enabling students to decode and encode words.	Limited instruction and practice are provided in phonics instruction for grades K-2 enabling students to decode and encode words.	Some instruction and only limited practice are provided in phonics instruction for grades K-2 enabling students to decode and encode words.	Systematic instruction and sufficient practice are consistently provided in phonics instruction for grades K-2 enabling students to decode and encode words.
		R1.1b		Decodable Text (text in which approximately 80% of words are comprised of sounds-symbol relationships that have already been taught) is used in grades K-1 .	D,O	Instruction provides practice with specific decoding skills.	Instruction does not provide practice with specific decoding skills.	Instruction provides limited practice with specific decoding skills.	Instruction provides some practice with specific decoding skills.	Instruction consistently provides practice with specific decoding skills.
						Instruction bridges learning phonics and applying phonics in independent reading of text.	Instruction does not bridge learning phonics and applying phonics in independent reading of text.	Instruction occasionally bridges learning phonics and applying phonics in independent reading of text.	Instruction usually bridges learning phonics and applying phonics in independent reading of text.	Instruction consistently bridges learning phonics and applying phonics in independent reading of text.
		R1.1c		Systematic instruction and sufficient practice are provided in fluency in grades 1-3.	O	Students understand what they read.	Students do not understand what they read.	Students sometimes understand what they read.	Students usually understand what they read.	Students consistently understand what they read.
						Fluent reading is modeled.	Fluent reading is not modeled.	Fluent reading occasionally modeled.	Fluent reading is often modeled.	Fluent reading is regularly modeled.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials						Students engage in repeated oral reading of text at their independent reading level.	Students do not engage in repeated oral reading of text at their independent reading level.	Students occasionally engage in repeated oral reading of text at their independent reading level.	Students often engage in repeated oral reading of text at their independent reading level.	Students regularly engage in repeated oral reading of text at their independent reading level.
		R1.1d		Systematic instruction and sufficient practice are provided in vocabulary in all grades.	O	Students engage in oral language.	Students do not engage in oral language.	Students engage in oral language to a limited extent.	Students often engage in oral language.	Students regularly engage in oral language.
						Students listen to adults read to them.	Students do not listen to adults read to them.	Students occasionally listen to adults read to them.	Students often listen to adults read to them.	Students regularly listen to adults read to them.
						Students read extensively on their own.	Students do not read extensively on their own.	Some students read extensively on their own.	Many students read extensively on their own.	Most, if not all students read extensively on their own.
						Students are explicitly taught individual words.	Students are not explicitly taught individual words.	Students are occasionally explicitly taught individual words.	Students are often explicitly taught individual words.	Students are regularly explicitly taught individual words.
						Students are explicitly taught word-learning strategies.	Students are not explicitly taught word-learning strategies.	Students are occasionally explicitly taught word-learning strategies.	Students are often explicitly taught word-learning strategies.	Students are regularly explicitly taught word-learning strategies.
						Students are taught to use dictionaries and other reference aids.	Students are not taught to use dictionaries and other reference aids.	Students are taught to use dictionaries and other reference aids to a limited extent.	Students in some classes are taught to use dictionaries and other reference aids.	Students are consistently taught to use dictionaries and other reference aids.
						Students are taught to use word parts to figure out the meaning of words in text.	Students are not taught to use word parts to figure out the meaning of words in text.	Students are occasionally taught to use word parts to figure out the meaning of words in text.	Students are often taught to use word parts to figure out the meaning of words in text.	Students are consistently taught to use word parts to figure out the meaning of words in text.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials						Students are taught to use context clues to determine word meaning.	Students are not taught to use context clues to determine word meaning.	Students are occasionally taught to use context clues to determine word meaning.	Students are often taught to use context clues to determine word meaning.	Students are consistently taught to use context clues to determine word meaning.
		R1.1e		Systematic instruction and sufficient practice are provided in comprehension in all grades in order for students to gain and use meaning from text.	D,O	Instruction is purposeful and active.	Instruction is not purposeful and active.	Instruction is occasionally purposeful and active.	Instruction is often purposeful and active.	Instruction is consistently purposeful and active.
						Instruction is explicit and includes direct explanation, modeling, guided practice, and application.	Instruction is not explicit and does not include direct explanation, modeling, guided practice, and application.	Instruction is rarely explicit and sometimes includes direct explanation, modeling, guided practice, and application.	Instruction is often explicit and usually includes direct explanation, modeling, guided practice, and application.	Instruction is consistently explicit and regularly includes direct explanation, modeling, guided practice, and application.
						Comprehension strategies include monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.	Comprehension strategies do not include monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, or summarizing.	Comprehension strategies occasionally include monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.	Comprehension strategies often include monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.	Comprehension strategies regularly include monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials		R1.2a		Teachers demonstrate a proficient command of the components, proven practices, and aligned materials necessary to challenge and motivate all students to perform at high levels of learning.	D,I,O	While teaching in the content areas, teachers demonstrate command of the components of reading instruction.	While teaching in the content areas, teachers do not demonstrate command of the components of reading instruction.	While teaching in the content areas, some teachers demonstrate command of the components of reading instruction.	While teaching in the content areas, many teachers demonstrate command of the components of reading instruction.	While teaching in the content areas, most, if not all teachers demonstrate command of the components of reading instruction.
						Schoolwide professional development in reading instruction “best practices” is aligned with individual teacher and team needs to develop proficiency in the teaching of reading.	Schoolwide professional development in reading instruction “best practices” is either not provided or not aligned with individual teacher and team needs to develop proficiency in the teaching of reading.	Schoolwide professional development in reading instruction “best practices” is occasionally provided but is not aligned with individual teacher and team needs to develop proficiency in the teaching of reading.	Schoolwide professional development in reading instruction “best practices” is partially aligned with individual teacher and team needs to develop proficiency in the teaching of reading.	Schoolwide professional development in reading instruction “best practices” is well-aligned with individual teacher and team needs to develop proficiency in the teaching of reading.
		R1.2b		The core instructional program provides a balance of text types.	D,I,O	The core instructional program provides a balance of text types to prepare students for all core content areas.	The core instructional program does not provide a balance of text types to prepare students for all core content areas.	The core instructional program provides several text types to prepare students for some core content areas.	The core instructional program provides a variety of text types to prepare students for most core content areas.	The core instructional program consistently provides a balance of text types to prepare students for all core content areas.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials						Text types are sufficient to meet or exceed the need to reflect the diversity of students' interests in order to maximize student engagement in both learning to read and reading to learn.	Text types are not sufficient to meet the need to reflect the diversity of students' interests in order to maximize student engagement in both learning to read and reading to learn.	Text types are varied but not sufficiently to meet the need to reflect the diversity of students' interests in order to maximize student engagement in both learning to read and reading to learn.	Text types are nearly sufficient to meet the need to reflect the diversity of students' interests in order to maximize student engagement in both learning to read and reading to learn.	Text types are sufficient to meet or exceed the need to reflect the diversity of students' interests in order to maximize student engagement in both learning to read and reading to learn.
		R1.2c		Programs with documented evidence of improving student achievement are in place for intervention and remediation for students who do not demonstrate adequate knowledge or progress from the core program.	D,I,O	Proven intervention programs are immediately available for students not proficiently demonstrating adequate knowledge or progress on the components of reading.	Proven intervention programs are not available for students not proficiently demonstrating adequate knowledge or progress on the components of reading.	Proven intervention programs are sometimes available for students not proficiently demonstrating adequate knowledge or progress on the components of reading.	Proven intervention programs are usually available for students not proficiently demonstrating adequate knowledge or progress on the components of reading.	Proven intervention programs are immediately available for students not proficiently demonstrating adequate knowledge or progress on the components of reading.
						Proven intervention programs are immediately available for students not proficiently demonstrating adequate knowledge or progress on prioritized goals and objectives.	Proven intervention programs are not available for students not proficiently demonstrating adequate knowledge or progress on prioritized goals and objectives.	Proven intervention programs are sometimes available for students not proficiently demonstrating adequate knowledge or progress on prioritized goals and objectives.	Proven intervention programs are usually available for students not proficiently demonstrating adequate knowledge or progress on prioritized goals and objectives.	Proven intervention programs are immediately available for students not proficiently demonstrating adequate knowledge or progress on prioritized goals and objectives.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials		R1.2d		The instructional program includes daily reading aloud by the teacher and discussion of both fiction and non-fiction.	D,O	Teachers include daily reading aloud and discussion of fiction.	Teachers do not include daily reading aloud and discussion of fiction.	Teachers occasionally include aloud and discussion of fiction.	Most teachers include daily reading aloud and discussion of fiction.	Teachers consistently include daily reading aloud and discussion of fiction.
						Teachers include daily reading aloud and discussion of non-fiction.	Teachers do not include daily reading aloud and discussion of non-fiction.	Teachers occasionally include reading aloud and discussion of non-fiction.	Most teachers include daily reading aloud and discussion of non-fiction.	Teachers consistently include daily reading aloud and discussion of non-fiction.
		R1.2e		Programs and materials are implemented consistently.	I,O	All programs and materials are implemented with a high level of consistency and conformity.	Programs and materials are not implemented with a high level of consistency and conformity.	Some programs and materials are implemented with consistency and conformity.	Most programs and materials are implemented with reasonable consistency and conformity.	All programs and materials are implemented with a high level of consistency and conformity.
		R1.2f		Teacher-directed and differentiated instruction at all grades is provided in flexible, homogeneous grouping to maximize student performance.	D,I,O	Flexible grouping, regularly adjusted for student need and performance, is implemented for instruction of all reading components and types of text.	Flexible grouping is not implemented for instruction of all reading components and types of text.	Flexible grouping is occasionally implemented for instruction of various reading components and types of text.	Flexible grouping is often implemented for instruction of all reading components and types of text, but it is not regularly adjusted for student need and performance.	Flexible grouping, regularly adjusted for student need and performance, is implemented for instruction of all reading components and types of text.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R1 - Instructional Reading Programs and Materials						Homogeneous grouping provides grade level rigor for all students through the use of scaffolding to accommodate varying levels of student decoding and encoding proficiency.	Homogeneous grouping is not implemented to provide grade level rigor for all students.	Homogeneous grouping is occasionally implemented to provide grade level rigor for all students.	Homogeneous grouping provides grade level rigor for all students but there is limited use of scaffolding to accommodate varying levels of student decoding and encoding proficiency.	Homogeneous grouping provides grade level rigor for all students through the use of scaffolding to accommodate varying levels of student decoding and encoding proficiency.
		R1.2g		Tutoring is used judiciously to supplement (not supplant) explicit teacher-directed instruction.	I,O	Teacher-directed instruction is the primary practice for all students.	Teacher-directed instruction is not the primary practice for all students.	Teacher-directed instruction is the primary practice for some students.	Teacher-directed instruction is the primary practice for many students.	Teacher-directed instruction is the primary practice for all students.
						Tutoring is used to supplement (i.e. more time, more practice using differentiated materials and strategies according to student need) not supplant teacher-directed instruction.	Tutoring is not used to supplement teacher-directed instruction.	Tutoring is occasionally used to supplement (i.e. more time, more practice using differentiated materials and strategies according to student need) teacher-directed instruction.	Tutoring is often used to supplement (i.e. more time, more practice using differentiated materials and strategies according to student need) teacher-directed instruction.	Tutoring is consistently used to supplement (i.e. more time, more practice using differentiated materials and strategies according to student need) not supplant teacher-directed instruction.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R2 - Reading Assessment and Evaluation	Reading Assessment and Evaluation	R2.1a		Multiple assessments (screening, diagnostic, progress monitoring, formative and summative, end-of-year) are used with identified students.	D,I,O	Screening assessments are used with all students at the beginning of the year.	Screening assessments are not used with all students at the beginning of the year.	Screening assessments are sometimes used with students at the beginning of the year.	Screening assessments are used with most students at the beginning of the year.	Screening assessments are regularly used with all students at the beginning of the year.
						Reading assessments, including end of year, provide accurate feedback on student progress on all reading components.	Reading assessments do not provide accurate feedback on student progress on all reading components.	Reading assessments, including end of year, provide accurate feedback on student progress on some reading components.	Reading assessments, including end of year, provide accurate feedback on student progress on most reading components.	Reading assessments, including end of year, provide accurate feedback on student progress on all reading components.
						Informal assessments are used for word knowledge, spelling, reading rate, accuracy, and story retellings.	Informal assessments are not used for word knowledge, spelling, reading rate, accuracy, or story retellings.	Informal assessments are occasionally used for word knowledge, spelling, reading rate, accuracy, and story retellings.	Informal assessments are often used for word knowledge, spelling, reading rate, accuracy, and story retellings.	Informal assessments are regularly used for word knowledge, spelling, reading rate, accuracy, and story retellings.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R2 - Reading Assessment and Evaluation						Diagnostic assessments are used with identified students to better understand individual student difficulties or disabilities and/or needs for differentiated instruction, practice, strategies, and/or treatment.	Diagnostic assessments are not used with identified students to better understand individual student difficulties or disabilities and/or needs for differentiated instruction, practice, strategies, and/or treatment.	Diagnostic assessments are occasionally used with identified students to better understand individual student difficulties or disabilities and/or needs for differentiated instruction, practice, strategies, and/or treatment.	Diagnostic assessments are often used with identified students to better understand individual student difficulties or disabilities and/or needs for differentiated instruction, practice, strategies, and/or treatment.	Diagnostic assessments are consistently used with identified students to better understand individual student difficulties or disabilities and/or needs for differentiated instruction, practice, strategies, and/or treatment.
		R2.1b		All users receive training and follow-up on administration, scoring, and data interpretation for the full range of reading assessments.	D,I	Training is provided for summative (evaluative) assessments, including state and district assessment systems.	Training is not provided for summative (evaluative) assessments such as state and district assessment systems.	Training is sometimes provided for summative (evaluative) assessments, including state and district assessment systems.	Training is usually provided for summative (evaluative) assessments, including state and district assessment systems.	Training is consistently provided for summative (evaluative) assessments, including state and district assessment systems.
						Training is provided for screening assessments.	Training is not provided for screening assessments.	Training is sometimes provided for screening assessments.	Training is usually provided for screening assessments.	Training is consistently provided for screening assessments.
						Training is provided for formative assessments.	Training is not provided for formative assessments.	Training is sometimes provided for formative assessments.	Training is usually provided for formative assessments.	Training is consistently provided for formative assessments.
						Training is provided for informal assessments including teacher-made and grade-level.	Training is not provided for informal assessments including teacher-made and grade-level.	Training is sometimes provided for informal assessments including teacher-made and grade-level.	Training is usually provided for informal assessments including teacher-made and grade-level.	Training is consistently provided for informal assessments including teacher-made and grade-level.
						Training is provided for diagnostic assessments.	Training is not provided for diagnostic assessments.	Training is sometimes provided for diagnostic assessments.	Training is usually provided for diagnostic assessments.	Training is consistently provided for diagnostic assessments.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R3 - School Literacy Plan	School Literacy Plan	R3.1a		Administrators work with staff to create a coherent schoolwide plan for reading instruction.	D,I,O	Literacy plan is implemented as developed.	Literacy plan is not implemented as developed.	Literacy plan is partially implemented as developed.	Literacy plan is mostly implemented as developed.	Literacy plan is implemented as developed.
						Degree of student learning set by the literacy plan is regularly (at least quarterly) evaluated.	Degree of student learning set by the literacy plan is not evaluated.	Degree of student learning set by the literacy plan is rarely evaluated.	Degree of student learning set by the literacy plan is regularly evaluated, but not at least quarterly	Degree of student learning set by the literacy plan is regularly (at least quarterly) evaluated.
						Levels of student performance targeted by the literacy plan are regularly (at least quarterly) evaluated.	Levels of student performance targeted by the literacy plan are not evaluated.	Levels of student performance targeted by the literacy plan is rarely evaluated.	Levels of student performance targeted by the literacy plan are regularly evaluated, but not at least quarterly.	Levels of student performance targeted by the literacy plan are regularly (at least quarterly) evaluated.
						Evidence of sustaining continuous improvement in literacy teaching and learning is documented.	No evidence of sustaining continuous improvement in literacy teaching and learning is documented.	Some evidence of sustaining continuous improvement in literacy teaching and learning is documented.	Evidence of sustaining continuous improvement in literacy teaching and learning is usually documented.	Evidence of sustaining continuous improvement in literacy teaching and learning is documented consistently.
		R3.1b		Goals and objectives are prioritized and organized by the dimensions of reading with clearly defined and measurable goals by grade level.	D	The plan includes goals and objectives for phonemic awareness.	The plan does not include goals and objectives for phonemic awareness.	The plan does not include sufficient goals and objectives for phonemic awareness.	The plan includes nearly sufficient goals and objectives for phonemic awareness.	The plan includes sufficient goals and objectives for phonemic awareness.

RUBRIC FOR WIRELESS REVIEWS

Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R3 - School Literacy Plan						The plan includes goals and objectives for phonics.	The plan does not include goals and objectives for phonics.	The plan does not include sufficient goals and objectives for phonics.	The plan includes nearly sufficient goals and objectives for phonics.	The plan includes sufficient goals and objectives for phonics.
						The plan includes goals and objectives for decodable text.	The plan does not include goals and objectives for decodable text.	The plan does not include sufficient goals and objectives for decodable text.	The plan includes nearly sufficient goals and objectives for decodable text.	The plan includes sufficient goals and objectives for decodable text.
						The plan includes goals and objectives for fluency,	The plan does not include goals and objectives for fluency,	The plan does not include sufficient goals and objectives for fluency,	The plan includes nearly sufficient goals and objectives for fluency,	The plan includes sufficient goals and objectives for fluency,
						The plan includes goals and objectives for vocabulary.	The plan does not include goals and objectives for vocabulary.	The plan does not include sufficient goals and objectives for vocabulary.	The plan includes nearly sufficient goals and objectives for vocabulary.	The plan includes sufficient goals and objectives for vocabulary.
						The plan includes goals and objectives for comprehension.	The plan does not include goals and objectives for comprehension.	The plan does not include sufficient goals and objectives for comprehension.	The plan includes nearly sufficient goals and objectives for comprehension.	The plan includes sufficient goals and objectives for comprehension.
		R3.1c		A system is established for coordinating resources, both people, and materials to ensure optimal use of time.	D	The plan addresses organization and staffing.	The plan does not address organization and staffing.	The plan does not sufficiently address organization and staffing.	The plan nearly sufficiently addresses organization and staffing.	The plan fully addresses organization and staffing.
						The plan allocates time and resources for educators to analyze, plan, and refine instruction.	The plan does not allocate time and resources for educators to analyze, plan, and refine instruction.	The plan allocates insufficient time and resources for educators to analyze, plan, and refine instruction.	The plan allocates nearly sufficient time and resources for educators to analyze, plan, and refine instruction.	The plan allocates sufficient time and resources for educators to analyze, plan, and refine instruction.

RUBRIC FOR WIRELESS REVIEWS										
Standard	Standard Text	Indicator#	Indicator	Indicator Text	Codes	Look for Text	Score 1	Score 2	Score 3	Score 4
R3 - School Literacy Plan						The plan provides for immediate interventions for less than proficient performances and effective alignment of supplemental services.	The plan does not provide for immediate interventions for less than proficient performances or effective alignment of supplemental services.	The plan provides some interventions for less than proficient performances but does not provide effective alignment of supplemental services.	The plan provides interventions for less than proficient performances and somewhat effective alignment of supplemental services.	The plan provides for immediate interventions for less than proficient performances and effective alignment of supplemental services.
						Grade level teams are established and supported with time and leadership for analyzing reading performance data and planning instruction.	Grade level teams are not established for analyzing reading performance data and planning instruction.	Grade level teams are established but not supported with time and leadership for analyzing reading performance data and planning instruction.	Grade level teams are established but supported with insufficient time and leadership for fully analyzing reading performance data and planning instruction.	Grade level teams are established and supported with time and leadership for analyzing reading performance data and planning instruction.